

Tilney All Saints Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121078
Local Authority	Norfolk
Inspection number	339858
Inspection dates	13–14 October 2009
Reporting inspector	Judy Dawson

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Mr Andrew Laughton
Headteacher	Mrs Jennie Rankin (acting)
Date of previous school inspection	5 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff, groups of pupils, parents and the senior adviser from the local authority. They observed the school's work, and looked at the school's safeguarding procedures and practices and other policies, pupils' work, teachers' planning, the monitoring of teaching and learning and the school's plans for development. In addition, they analysed 25 parental questionnaires, and those completed by staff and by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- procedures for safeguarding pupils
- the provision for children in the Early Years Foundation Stage within the Key Stage 1 class
- the impact of subject leaders on school development
- how well the school provides for different groups of pupils, especially the most able.

Information about the school

This very small rural school serves a mainly agricultural community. Almost all pupils are from White British backgrounds. The percentage of pupils with special educational needs and/or disabilities is above average. There have been significant staff changes over the last two years but the three mixed aged classes have had a stable teaching force since September 2008. The assistant headteacher has been the acting headteacher for over a year. The school holds the Healthy Schools Award and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to ensuring that all procedures for safeguarding pupils, especially in checking the suitability of adults to work with children, are carried out rigorously. The statutory safeguarding requirements need to be completed within three months of the date of the inspection.

The school's focus on improving the provision and outcomes for pupils has resulted in essential procedures for ensuring their safety being overlooked. The school has only just applied for the legally required checks on the suitability of two teachers to work with children. Essential staff training in child protection has not taken place. Governors did not follow safe recruitment procedures when appointing new staff. These are major issues for leadership and governance, which affect the overall care of the pupils.

However, the improvements in other areas over the last year and the measures already in place to help raise standards demonstrate a sound capacity for further improvement.

This is a happy community. Although the school has been through turbulent times since the last inspection, pupils feel very safe in school and enjoy their learning. The headteacher, teachers and governors have a good understanding of the school's strengths and areas for development. There is a strong sense of teamwork and all adults are committed to ensuring that the pupils have the best possible education.

Procedures for monitoring teaching and learning have improved. As a result, teachers are refining the way they plan their lessons and assess pupils' progress. Teachers plan work for higher, middle or lower abilities within their classes. This enables most pupils to make satisfactory progress, although some older pupils in mixed-age classes are not working at the levels normally expected of their age group. Pupils with special educational needs are supported by effective teaching assistants and have well-crafted individual education plans. This helps them to progress as well as their peers.

Pupils' knowledge and skills on entry to Year 1 are generally similar to most other five-year-olds nationally. Although there are subject variations from year-to-year, overall standards are average by the time pupils leave the school, indicating satisfactory progress. Some more able pupils do not fulfil their full potential as they do not attain the higher levels in English and mathematics in national tests at the end of Key Stage 2. The school has identified this as an area to address and teachers are beginning to modify the curriculum so that pupils practise their skills within several subjects. Pupils in Key Stage 2 filled in a questionnaire for the inspection team and a quarter of them indicated

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that they do not know how well they are doing at school. This shows that they do not have enough information to enable them to take responsibility for improving their work. Pupils would like more involvement in deciding which topics they are going to study.

The day-to-day pastoral care, guidance and support for pupils are good. A good programme for personal, social and health education has improved behaviour significantly and results in responsible and thoughtful pupils.

What does the school need to do to improve further?

- – Ensure that within three months the school complies with the statutory requirements for safeguarding pupils by:
 - completing all necessary checks on existing staff and ensuring that the central record of these checks meets statutory requirements
 - ensuring that all staff have up to date child protection training
 - inserting the name of the person with overall responsibility for child protection into the school's policy so that parents know who it is
 - ensuring governors are updated on safe recruitment procedures.
- Help all pupils make the best possible progress by:
 - ensuring teachers know what is expected of each year group and plan work that challenges each pupil
 - raising pupils' expectations of what they can achieve by giving them clear guidance on how they can improve their work
 - modifying the curriculum so that it is firmly rooted in developing skills and encouraging pupils to become more involved in selecting the topics they study.

Outcomes for individuals and groups of pupils**3**

Pupils make steady progress throughout the school. The school's tracking shows the progress of boys and girls to be similar throughout the school. Over the last two years, no pupils have attained the higher levels in reading, writing and mathematics by the end of Key Stage 1, although some had above average skills at the end of the Early Years Foundation Stage. These pupils did not make enough progress. Progress in lessons is often good. In a mathematics lesson, for example, all pupils in Years 5 and 6 made good progress. The most able pupils had a challenging investigation to tackle. Pupils with special educational needs also learnt well because they had good support. In most of the lessons observed during the inspection, the adults questioned pupils effectively to test their understanding and extend learning. However, there were occasions when the oldest pupils lacked sufficient challenge, especially in Key Stage 1. Throughout the school, pupils' books show that there is little difference in the work set for the different age groups in each class. This means that, over time, some pupils lack the opportunity to attain higher levels.

The school council has made a significant difference to school life. For example, because

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in the recent past behaviour had deteriorated, pupils established a buddy system and elected prefects, to good effect. Pupils know that staff and their peers will look after them and say there is very little bullying. They raise funds to support a girl in Kenya and have written to the parish council to request that local wasteland be converted into a playground for the village. Pupils know how to keep healthy and safe, although their lunchboxes do not always reflect this. They are clear about safety on the internet and learn about road safety. Most are developing satisfactory skills to help them in their future lives. However, pupils have too few opportunities to take responsibility for pursuing their own interests or evaluating their own performance to set personal targets for improvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers plan interesting work for their pupils and make good use of interactive whiteboards to support their lessons. Every lesson observed during the inspection had clear objectives and pupils knew what they were expected to learn. Teachers and teaching assistants ask questions that make pupils think. Most lessons progress speedily

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and ensure pupils have plenty to do. When appropriate, teachers plan work at different levels of difficulty to enable all pupils to succeed. This has been effective in ensuring that pupils who find learning difficult make sufficient progress. Teachers build on the successes of previous lessons or repeat aspects of lessons to ensure that pupils learn effectively. Additional support groups have also helped to accelerate progress in English and mathematics. However, there is not enough support for more able pupils, especially the oldest year group in each class. Teachers often set harder work for their most able pupils but the task is the same for both age groups. This does not provide sufficient challenge for the older pupils. Teachers set targets for their pupils based on what they need to learn next, but pupils do not know what they need to do to attain higher levels. Teachers' marking gives plenty of praise but rarely suggests ways to improve and there are very few comments that extend learning.

English and mathematics lessons are taught in the mornings to ensure pupils have ample opportunities to acquire the basic skills they need. The afternoon sessions increasingly provide opportunities for pupils to consolidate the skills they have learnt. For example, pupils used their research skills to find information about the World War Two aircraft. Pupils have access to plenty of physical education and many take advantage of the wide range of clubs on offer. The school makes good use of the local community to extend learning. During the inspection, a class of the youngest pupils visited King's Lynn fire station and were delighted that there was a call out when they were there. On the same day all the pupils in Years 5 and 6 took part in a hockey tournament, providing sporting and social opportunities with other schools. Changes to the cycle of topics have resulted in some pupils repeating themes such as their World War Two study. The school has recognised that it needs to plan ways of developing their knowledge and understanding of history and geography within a range of themes. Adults make sure that pupils' pastoral needs are met. Information about allergies and medicines, for example, are accessible for those who need to know. Pupils are confident that they are well-cared for. Any pupils under stress are monitored and supported. Although pupils receive good day-to-day care, guidance and support are inadequate because of safeguarding failures.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

The headteacher has successfully generated a culture of improvement and a united

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workforce. After the previous inspection difficulties arose which the senior leaders had to overcome and it is to the credit of the headteacher, staff and governors that the school is now back on an even keel and pupils are learning effectively. The headteacher has received support from the local authority and an experienced headteacher to help develop her skills, especially in the monitoring of teaching and learning. Subject leaders have relevant plans for accelerating progress in their subjects, and systems for tracking pupils' performance to identify where support is needed have been effective.

Links with other agencies have been successful in helping to compensate for the school's isolated setting. These include the 'Playing for Success' team that fosters transition links and a range of personal and social skills. Governors keep policies up to date and support the headteacher well. They know the school's strengths and weaknesses and willingly give of their time and expertise to support the school. There is no evidence of discrimination in school and pupils and adults have equal opportunities. Community cohesion is promoted well within the school, but links with communities further afield are more limited. The headteacher is actively seeking new links with other communities. German teachers have been visiting the school and pupils are taught modern foreign languages. Pupils are encouraged to have specific roles when planning events to help prepare them for adulthood and raise their aspirations. The school council has a full range of elected officers.

The lack of compliance with the safeguarding procedures reflects on the efficiency of governance in carrying out their statutory duties and the value for money provided by the school. The headteacher and governors are understandably concerned about the omissions and with the full support of the local authority have immediately started actions to address them,

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	4
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

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Early Years Foundation Stage

Children join the Early Years Foundation Stage with skills which are broadly in line with those expected of their age. The teacher has a good understanding of the curriculum and plans activities that reflect their needs. She has good systems for recording their achievements and identifying what they need to learn next. Although the present cohort of children has only been coming to school for a short time, it is clear that they are gaining in knowledge and skills. Their social skills are good and they readily take turns and, with adult encouragement, share equipment. They sit patiently with the whole class, even when the teacher is teaching the older pupils. They often work with their teaching assistant who helps them to master mathematical vocabulary, for example. Children are encouraged to explain what they are doing and to use the computer and tools independently. Although there is a suitable range of activities on offer, most of these make use of commercial toys and limit opportunities for children to use their imagination and adapt equipment for their own ideas. After their morning visit to the fire station, for example, opportunities to consolidate and extend their experiences through role-play were missed. Leadership and management are satisfactory. Children are well-cared for and benefit from learning alongside their older classmates.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

While most parents are pleased with all aspects of the school, several did not feel their children were making enough progress. The inspectors agree that some pupils could be making better progress. A fifth of the questionnaires stated that the school did not take account of their suggestions, especially about opening a side gate to allow easier access.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tilney All Saints Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	36	14	56	1	4	0	0
The school keeps my child safe	12	48	9	36	1	4	2	8
The school informs me about my child's progress	4	16	19	76	2	8	0	0
My child is making enough progress at this school	6	24	12	48	4	16	0	0
The teaching is good at this school	10	40	13	52	1	4	0	0
The school helps me to support my child's learning	8	32	12	48	2	8	0	0
The school helps my child to have a healthy lifestyle	8	32	16	64	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	4	16	14	56	3	12	0	0
The school meets my child's particular needs	6	24	15	60	2	8	0	0
The school deals effectively with unacceptable behaviour	3	12	17	68	3	12	0	0
The school takes account of my suggestions and concerns	2	8	17	68	5	20	0	0
The school is led and managed effectively	2	8	14	56	4	16	2	8
Overall, I am happy with my child's experience at this school	7	28	16	64	2	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 October 2009

Dear Pupils

Inspection of Tilney All Saints Voluntary Controlled Primary School, King's Lynn PE34 4RP

Thank you all very much for your friendliness and help when we visited your school recently. We were impressed with your good behaviour and the sensible and grown up way that you carry out your duties. We could see that you enjoy school and work hard. You told us that you feel safe and well cared for in school. We can see that the adults in school look after you well, but there are some things that the people in charge of the school should have done to ensure your safety. We have told the school to put this right very quickly, so that all possible steps are taken to make sure that the people who care for you are suitable to do so. Inspectors will be coming back to the school soon to make sure this happens.

Teachers make sure you learn the skills you need for your future lives. I have asked them to concentrate on planning things to help you develop these skills but to let you help choose what you would like to learn about. You could study periods of history that interest you, for example. Some of you told me that you are learning about things you have studied before. Although you make satisfactory progress, some of you are capable of achieving higher levels. I have asked teachers to make sure that they give you plenty of challenge. I want them to give you advice about how to make your work better when they mark it. I would like you to decide for yourselves how well you have done and set your own targets to make your work even better. You need to know what you need to do to reach the higher levels so you can aim high. I am sure you will rise to the challenge.

Although there are important things that the people in charge of the school need to do, you receive a satisfactory education and your teachers work together well to make things even better for you. You can all help to make sure your school remains a happy place and where your eagerness to learn shines through.

Best wishes for the future.

Yours sincerely

Mrs Judy Dawson

Lead Inspector

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